DOCUMENT RESUME

ED 084 864 EM 011 687

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|---|---|
| TITLE | Guide Book; Television Instruction--1974 Edition. |
| INSTITUTION | National Instructional Television Center, Bloomington, Ind. |
| PUB DATE | 74 |
| NOTE | 33p. |
| EDRS PRICE | MF-$0.65 HC-$3.29 |
| DESCRIPTORS | Elementary Grades; *Films; *Guides; Higher Education; Indexes (Locaters); Inservice Teacher Education; *Instructional Films; *Instructional Television; Secondary Grades |
| IDENTIFIERS | *National Instructional Television Center; NIT |

ABSTRACT

Descriptions of instructional television films produced by the National Instructional Television Center (NIT) are presented. Three major groups are listed, the first of which consists of 61 film series for elementary or secondary students dealing with the following subjects: art, career development, communications, early childhood, foreign language, health and physical education, the humanities, language arts, math, music, safety, science and the social sciences. Three series prepared for use in teacher inservice programs comprise the second category, while the third group is made up of 15 series designed for higher education. These latter films focus upon communication, computer science and technology, economics, foreign languages, government, history, literature and composition, psychology and sociology. Each citation includes a summary of content, running time, whether the film is in color, and the audience for which it is intended. Also included are summaries of NIT's policies and procedures, price lists, indexes of courses by grade level and subject area, and information about NIT's services, its professional staff and its board of directors. (Pb)

ED 084864

# GUIDE BOOK

National Instructional Television Center
Of the Agency for Instructional Television

# TELEVISION INSTRUCTION

1974 Edition

EM 011 687

FILMED FROM BEST AVAILABLE COPY

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National Instructional Television Center
Of the Agency for Instructional Television



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# Foreword

On April 11, 1973, the Agency for Instructional Television (AIT), a non-profit American-Canadian agency created "to strengthen education through television and other technologies," was incorporated. On July 1, 1973, the National Instructional Television Center (NIT) became the operating arm of AIT.

These two events, the culmination of many months of deliberation and organization, have significantly restructured North American school television. Now, for the first time, the development of major ITV projects will regularly involve leaders of state and provincial education authorities — authorities that individually possess the ultimate responsibility for education and collectively control the resources needed to support such projects.

The basis for the creation of AIT is the belief of educators and educational broadcasters that (1) television can and must become a prime force in the improvement of education, (2) considerable resources are necessary to bring this about, and (3) these resources can be mobilized by expanding and strengthening the cooperative production activity demonstrated over the last four years in three NIT-directed consortium projects. Through the fall, winter, and early spring of 1972-73, the Council of Chief State School Officers gave strong support to the planning and organization of what was to become the Agency for Instructional Television.

AIT is governed by a Board of Directors composed of sixteen members. Twelve of the directors are Americans appointed by the Council of Chief State School Officers; three others are Canadians appointed by the Council of Ministers of Education, Canada; and the remaining director is the Executive Director of AIT.

NIT, formerly a non-profit but self-supporting activity of the Indiana University Foundation, is now the National Instructional Television Center of the Agency for Instructional Television. Its assimilation by AIT gives the new organization a complete and experienced staff for the management of AIT projects. NIT's headquarters and regional offices will remain in their present locations and, as part of AIT, NIT will continue to offer the kinds of materials and services it has provided in the past. This includes the acquisition and distribution of various existing materials, as well as the development of new materials.

### Council for Instructional Television

The primary function of AIT is to broaden and improve cooperative production activity. As an essential part of this function, AIT has created and is operating a Council for Instructional Television.

The Council is the means by which the users and prospective users of AIT materials will have a voice in the selection and direction of AIT projects. It will bring together on a regular basis representatives of state and provincial education and communications authorities and of all other interested agencies — to consult on matters of mutual concern, identify common needs, and recommend projects for implementation by AIT.

The first activity of the Council for Instructional Television — a series of four regional meetings in the South, Ontario, the Midwest, and the Far West — was scheduled for October and November of 1973. These meetings, it was anticipated, would set in motion cooperative projects that would go into the production stage in the summer or fall of 1974.

### Developments in Cooperative Production

Meanwhile, production is already underway at four sites on what will be the first AIT series. This is the project in career development, originated by NIT with the formation of a national planning committee in the summer of 1972 and the creation of a curriculum design team in the winter of 1972-73. The fifteen-program series for nine-to-twelve-year-olds, entitled "Bread & Butterflies," will be ready for classroom use in September of 1974.

The career development project is the fifth major classroom series originated by NIT. The first of the five, "Ready? Set . . . Go!" (physical education), was funded by NIT alone; the four others — "Ripples" (early childhood education), "Images & Things" (art education), "Inside/Out" (health education), and now "Bread & Butterflies" — have been financed and developed by consortia of educational and broadcasting agencies (from fourteen agencies for "Ripples" to thirty-three for "Inside/Out").

With every new consortium project, the budget per program has been larger than that for the preceeding series. Each of these increases has brought the expected result: a striking improvement in production quality. The importance of this is obvious. Other things being equal, the program most rich in the attributes of good

television (fine scripting, imaginative photography, skillful editing, etc.) is the one most likely to result in effective learning.

But better programming is not the only significant advance. A concurrent development in cooperative production is the emphasis given to classroom utilization of the programming, to related publications and other learning materials, to field testing and evaluation, to in-service films for teachers and teacher-training workshops, and to films designed to inform and involve the community.

The need for such materials and activities is rooted in the nature of the series themselves, in their content, objectives, and methods. For the student is not meant to be a passive recipient of information and images. On the contrary, the programs are designed to get him actively involved, to stimulate him to take that information and those images and use them as the beginning of a much larger learning experience. Such a goal makes demands on both the student and the teacher.

Moreover, the teacher is challenged in another way. Each of the series developed by an NIT-directed consortium has taken a relatively new approach to the subject, one not wholly familiar to most teachers. It has done this with a purpose: to redefine and strengthen a subject; to bring about desirable change; to help the schools install, much more rapidly than they otherwise would, new methods of teaching and learning that have been proved effective. Here it is not merely the teacher who must accept and adapt, but also the school administrator and sometimes the community itself.

### The Importance of Involvement

The kind of instructional programming represented by series like "Images & Things" and "Inside/Out" is never easy to create, and certainly it cannot be used wisely without considerable effort. But it is the kind of programming that may well have a profound effect in classrooms across the continent.

Just as cooperative production has made possible, through the combined resources of many agencies, the substance and quality of such series, it also can make achievable their uncommon objectives. It can do this through the involvement of each participating agency, from the conception of a series through its production. That involvement is crucial. Ideally, it will reach from the top education office in the state or province, through the individual school system, into every classroom. What it requires, at all levels, is a clear understanding of the project and a commitment to its purpose.

It has taken school television in North America many years to arrive at the climactic developments of the spring and summer of 1973. For various and complicated reasons, progress has been slow. But the structure has evolved at last. A long chapter has ended, and a new one has begun.

#### How AIT Came Into Being

The Agency for Instructional Television was conceived in August of 1972 when the chief state school officers of Alaska, Georgia, Iowa, Kansas, New Jersey, Ohio, and Oregon met with NIT officials to consider the improvement of school television. This led to a meeting in Atlanta in October, called by NIT and attended by education and communications administrators representing forty-five states, the District of Columbia, Puerto Rico, and four Canadian provinces.

The Atlanta meeting delegates addressed themselves to five points that had been agreed upon in August by the chief state school officers:

1. **Schools will not realize the full benefits of television until an adequate amount of educationally significant programming of high quality is developed and used both widely and well.**
2. **Local and state educational authorities, acting alone, lack the resources to develop most of this programming.**
3. **Interstate production consortia organized previously by the National Instructional Television Center in early childhood, art, and health education have demonstrated that resources can be pooled and programming of high quality developed and shared.**
4. **An adequate amount of such programming is possible if cooperative activity can be continued and expanded.**
5. **To achieve this, a national organization for the development of school television programming should be created.**

Out of the Atlanta meeting came the recommendation that a permanent national organization be established. In November of 1972 the Council of Chief State School Officers advanced that recommendation by forming an organizing committee. It also adopted a resolution reaffirming "its belief in and support of educational television as a media form with great potential for improving public education" and urged its members "to participate in national consortia and other cooperative efforts" to develop classroom television programming of high quality.

In February of 1973 the organizing committee completed a statement describing the nature and objectives of the proposed organization and submitted it for comment to all chief state school officers and other education and communications officials in the U.S. and Canada. Two months later the Agency for Instructional Television was incorporated.

from INSIDE/OUT . . .

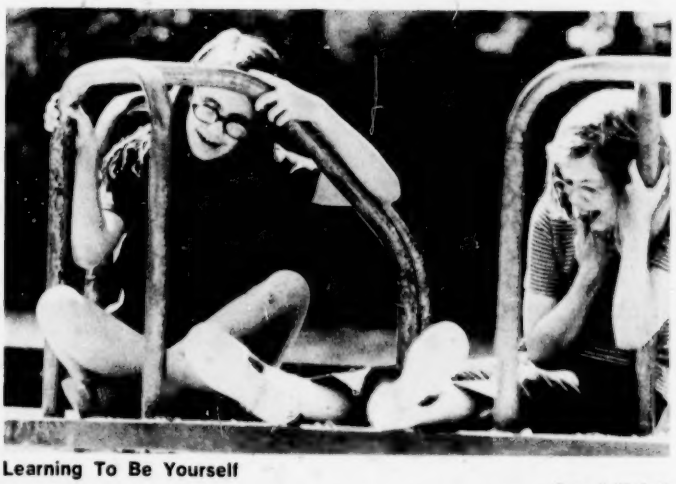
Someone Special

Just Joking

Break-up

Travelin' Shoes

Someone Special



Learning To Be Yourself

Can I Help?

Can Do/Can't Do

A Sense of Joy

I Dare You

# Descriptions of NIT Courses

**Primary Through Senior High School**

**Art**

ART FOR THE DAY is a series of short single-concept units in art appreciation. Each unit focuses on one art masterpiece, using varied camera shots, brief narration, and appropriate musical augmentation. The series offers a visual introduction to art in general and a familiarity with specific art works. (Intermediate. Junior High. Senior High. Color.)

IMAGES & THINGS fuses the arts and humanities in a varied format as it relates the understanding and enjoyment of art to the daily experiences of ten-to-thirteen-year-olds. The series is based on two years of planning and development by distinguished art educators. Three 30-minute teacher programs accompany the series. (Intermediate. Junior High. Color.)

MEANING IN ART helps the student respond imaginatively to the many forms of art, to value and enjoy objects in his surroundings, to gain knowledge and build concepts about artistic experience, and to become more aware of the connection between art and his everyday world. (Primary. Intermediate. Some lessons in color.)

MEET THE ARTS explores the common elements —rhythm, shape, mood, form, content—in such diverse arts as music, theater, dance, painting, sculpture, literature, photography, and architecture. It also surveys the characteristic styles of eight different periods of western civilization. (Intermediate.)

PRIMARY ART introduces children to the meaning and method of art by considering important artistic concepts and presenting a variety of artistic examples and methods for achieving self-expression. The series balances understanding art with making art. (Primary. Color.)

YOU AND EYE presents art as a creative process and as a means of self-expression. The course introduces students to a wide range of artistic subjects and explores the visual elements of design—line, form, space, color, texture, and pattern. (Intermediate.)

**Career Development**

BREAD & BUTTERFLIES, based on two years of planning by career education specialists, encourages nine-to-twelve-year-olds to exert constructive control over their own career development. It also enables students to explore a variety of work and career attitudes and options and to compare these with their own desired lifestyles. The series requires a comprehensive teacher's guide. Also available are a Teacher Training Plan, a 20-minute in-service teacher program, and a 15-minute informational program. (Intermediate. Color.)

CODE/ENGLISH makes the student aware that English is in fact a code—a system of signals and rules for sending and receiving messages. The series examines the language piece by piece to show how the code structure works in every part. (Intermediate. Junior High.)

GETTING THE WORD is a comprehensive remedial reading course designed to help students acquire basic word-attack skills through a com-

bination of phonic, linguistic, and language-experience approaches. The series uses the format of a reading club to engage and sustain the students' interest. In-service programs for teachers accompany the course. (Junior High. Senior High. Color.)

TV TODAY provides a broad general background of the broadcasting industry. It looks at the structure, problems, and facilities of American television and radio and at some of the people who work behind the scenes of these two media. (Senior High.)

WORD WORKERS, INC. is for beginning readers whose teachers are providing phonics instruction —sight-basal, linguistics, or phonic series—as part of their reading program. Intended to supplement the teacher's presentation, it gives further drill in associating sounds in words with letters in words. (Primary. Color.)

WORDS ARE FOR READING helps develop language skills while presenting related scenes that appeal to children. The words to be taught appear on the screen in a variety of ways. Original songs reinforce the presentation. The lessons are designed to encourage pupil participation. (Primary. Color.)

THE WORDSMITH introduces the idea of word roots and word families. The course is designed to arouse the student's curiosity about words and the history of words and expressions, and to sharpen his awareness of language. (Intermediate.)

**Early Childhood**

THE METOOSHOW consists of four programs designed to stimulate the curiosity and imaginative play of children from three to six. Moving through fantasy and reality, the series looks at rain, at the streets of a city, at animals, and at games and activities. A 60-minute program for parents and teachers accompanies the series. (Color.)

RIPPLES, based on intensive development work by professional educators and instructional television experts, takes a new approach to early childhood education. It presents encounters that develop a child's feelings, values, sense of inquiry, ability to cope with change, and capacity for creating and understanding relationships. Three 20-minute teacher programs accompany the course. (Color.)

ROUNDABOUT is designed to enhance the educational experience of the disadvantaged child. It helps him cope with his emotional reactions, acquaints him with the occupations and facilities found in most neighborhoods, and provides experiences that stimulate his imagination and creative expression, deepen his perception, and broaden his world.

**Foreign Language**

EN FRANÇAIS combines Gallic humor with glimpses of life in France to give the student a working knowledge of conversational French. Based on a study by the Centre de Recherch et d'Etude pour la Diffusion du Francais at the Ecole Normale Superiere de Saint-Cloud, the course provides the basic speech constructions necessary for conversational French and a carefully selected working vocabulary. (Senior High. Color.)

**Health and Physical Education**

ALL ABOUT YOU, a completely new production of this popular series, presents a picture of what a human being is, promotes an understanding of how people grow and develop both physically and emotionally, and examines the reasons for good health care. The format of the new series is similar to that of the original, but it incorporates a greater variety of visual materials and employs on location recording. (Primary. Color.)

INSIDE/OUT, based on two years of planning by health educators and learning specialists, is designed to help children achieve and maintain well-being. The series takes an affective approach to social, emotional, and physical problems, engaging the minds and feelings of eight-to-ten-year-olds through the presentation of situations common to their own lives. One 30-minute in-service teacher program accompanies the course. Also available is a 15-minute informational program. (Intermediate. Color.)

READY? SET . . . GO! I and II focus on the development in physical education of the techniques of basic movement, which provides a foundation for effective body control that will help the child throughout his life. The courses are based on intensive studies of television's potential in physical education and are, in fact, a national effort to improve a major content area. Four 30-minute orientation programs for the teacher accompany the series. (Primary.)

A TIME OF YOUR LIFE considers personal relationships, self-understanding, family structure, and sex education. The course relates self-control to personal freedom and responsibility. Two 30-minute teacher programs accompany the course. (Intermediate.)

from READY? SET . . . GO!

**Humanities**

MEET THE ARTS explores the common elements —rhythm, shape, mood, form, content—in such diverse arts as music, theatre, dance, painting, sculpture, literature, photography, and architecture. It also surveys the characteristic styles of eight different periods of western civilization. (Intermediate.)

**Language Arts**

CODE/ENGLISH makes the student aware that English is in fact a code—a system of signals and rules for sending and receiving messages. The series examines the language piece by piece to show how the code structure works in every part. (Intermediate. Junior High.)

CONTEMPORARY POETRY involves the viewer in the poetic act as both a participator and a creator. Modern poets appear in the programs to read from their works and to discuss why they use poetry as a form of expression. (Junior and Senior High. Color.)

COVER TO COVER focuses on some of the finest books ever written for young people—works like *The Wind in the Willows, Treasure Island,* and *Tom Sawyer.* The narrative and the illustrations do not unfold the entire story, but create the kind of interest that leads students to their libraries to look for the books discussed. (Intermediate.)

GETTING THE WORD is a comprehensive remedial reading course designed to help students acquire basic word-attack skills through a combination of phonic, linguistic, and language-experience approaches. The series uses the format of a reading club to engage and sustain the students' interest. In-service programs for teachers accompany the course. (Junior High. Senior High. Color.)

HOW CAN I TELL YOU stimulates students to express their thoughts and feelings in many different ways. Some of the programs present open-ended stories that give each child a chance to develop his own ending. Others help the students develop sensory perception and an awareness of

how the body can be used effectively in expression. Still others offer the students a lively model of what they themselves might do with their own talents and imaginations. (Primary. Intermediate. Color.)

IMAGINE THAT . . ., a course in literature and creative dramatics, gives children an opportunity to express ideas and emotions and to develop beginning dramatic skills. The lessons begin with simple group pantomime and progress to more complicated scenes with dialogue and interpretation. One 30-minute teacher program accompanies the course. (Primary.)

A MATTER OF FACT and its companion course, A MATTER OF FICTION, deal with the generally neglected area of literature for the adolescent. Each lesson of A MATTER OF FACT takes up one theme as expressed in various nonfictional works—essays, poetry, biography, history. The commentary and film sequences are designed to stimulate the student to seek out and read the featured works. (Junior High. Senior High. Color.)

A MATTER OF FICTION and its companion course, A MATTER OF FACT, deal with the generally neglected area of literature for the adolescent. Each lesson of A MATTER OF FICTION considers one or more pieces of fiction, presenting just enough of the work through commentary, illustrations, and film segments to whet the student's appetite for the book itself. (Junior High. Senior High. Color.)

PICTURE BOOK PARK directs the young viewer's attention to the wide range of experiences available through literature. The story teller provides motivation for learning to read by offering warm and interesting reflections on a variety of children's books. (Primary. Color.)

PUPPETS AND THE POET presents the National Theatre of Puppet Arts in excerpts from five plays by Shakespeare— *Henry V*, *Macbeth*, *Hamlet*, *Richard III*, and *The Taming of the Shrew*. The series was conceived in the belief that puppets can add an important dimension to theatre arts and to the works of William Shakespeare. Each of the programs also presents background material on Shakespeare's dramatic art and Elizabethan history. (Junior High. Senior High. Color.)

SECONDARY DEVELOPMENTAL READING assists students toward greater comprehension in reading and studying, skill in following the cues of the printed language, sophistication in critical and analytical reading, and deeper appreciation of the various forms of literature and of the written and spoken language. (Junior High.)

TELL ME A STORY features stories from the folklore of the world and from the classic storytellers. The course is designed to awaken the child's imagination, instill a feeling for logic, broaden his horizon, and enhance his vocabulary. One 30-minute teacher program accompanies the course. (Primary.)

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**from HOW CAN I TELL YOU**

### Mathematics

PATTERNS IN ARITHMETIC consist of six levels for grades one through six. The course is a complete, self-contained elementary arithmetic program incorporating the most recent research studies made at the Wisconsin Research and Development Center for Cognitive Learning. (Primary. Intermediate.)

### Music

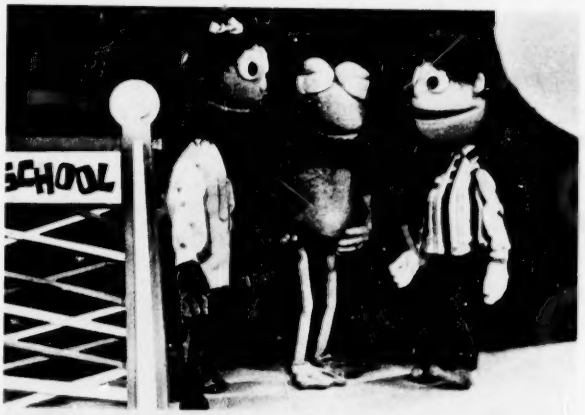
STEPPING INTO MELODY (a continuation of STEPPING INTO RHYTHM) makes the enjoyment and learning of music synonymous. The children are led to act out songs, beat rhythms on drums and other percussion instruments, make up words and music, and take part in singing games. They also learn the basic principles of reading music. (Primary.)

STEPPING INTO RHYTHM uncovers the wealth of the world of music and helps each child discover the activities he most enjoys. Through a variety of guided musical experiences that include singing, rhythm, listening, and becoming familiar with instruments, each student begins to develop his own musical standards. (Primary.)

from STEPPING INTO MELODY

### Safety

ABOUT SAFETY teaches basic concepts in traffic, fire, outdoor play, vacation, school, and recreation safety. The puppet cast of characters is led by Clyde Frog, a sometimes careless school-age frog whose ignorance and disregard for safety rules gets him into trouble and demonstrates the need for obeying safety rules. (Primary. Color.)




from ABOUT SAFETY

### Science

ABOUT SCIENCE is a series of short single-concept units, each consisting of a scientific experiment or a demonstration of a scientific principle. The screen shows only the hands of the person performing the experiment. An off-camera narrator explains what is taking place. (Intermediate. Junior High. Senior High. Color.)

ALL ABOUT YOU, a completely new production of this popular series, presents a picture of what a human being is, promotes an understanding of how people grow and develop both physically and emotionally, and examines the reasons for good health care. The format of the new series is similar to that of the original, but it incorporates a greater variety of visual materials and employes on location recording. (Primary. Color.)

ANIMALS AND SUCH introduces life science to intermediate students and advanced third graders. Through specialized photographic techniques, it presents a wide diversity of life, from bacteria to insects, water molds, sea slugs, and larger mammals. The course takes an ecological approach, focusing on living organisms in their own environ-

ment. The series is designed as a companion course to MATTER & MOTION (Intermediate. Color.)

COMMUNITY OF LIVING THINGS, with emphasis on ecology, introduces life science to junior high school students. Through field trips, close-up photography, and microphotography, the course provides experiences not ordinarily available to students. The lessons are designed so that the students observe, discover, and analyze data, and engage in other significant learning processes. (Junior High.)

MATTER & MOTION takes an ecological approach to the study of physical science. The earth—past, present, and future—becomes a focal point for imaginative teaching and photography. The series is designed as a companion course to ANIMALS & SUCH. (Intermediate. Color.)

NATURAL SCIENCE SPECIALS focus on diverse aspects of the natural environment—fossils, glaciers, physiographic features, salt lakes, marshland, plant and animal distribution, mountain water. The programs can be used to support the regular curricular offerings, or as a special interdisciplinary unit of study. (Intermediate. Junior High. Color.)

THE SCIENCE SHED develops critical thinking, establishes the importance of evaluation based on observation, and poses the idea that there is not always a set answer in science. Functional and fundamental concepts are derived from everyday science. (Intermediate.)

from COMMUNITY OF LIVING THINGS

**Social Studies**

BREAKTHRU presents a series of short dramas about social and moral problems common to nine-to-eleven-year-olds. The programs encourage students to seek a clearer perspective on their own experiences and to search for values that can make their own lives more fulfilling. Subjects include cheating, prejudice, sibling rivalry, stealing, conflicting codes of behavior, and setting realistic goals. (Intermediate. Color.)

CHILDREN OF THE WORLD takes American school children into the homes and private lives of children in different countries. The course introduces the student to customs, cultures, and problems very different from his own. (Intermediate. Color.)

THE COMMUNISTS deals with the origins and concepts of communism, its political and geographic growth, the work of its leaders, and the practical application of its ideology. The series projects the communist movement as a force seeking the overthrow of non-communist systems. (Senior High.)

EXPLORERS UNLIMITED takes students on visual field trips to places seldom available to them, and sometimes to places virtually inaccessible to all but a camera. Included are visits to a skyscraper, a salt mine, an automobile assembly line, a fish hatchery, a steel mill, and a large hospital. (Primary. Intermediate. Color.)

IF YOU LIVE IN A CITY WHERE DO YOU LIVE focuses on the problems of cities. The series, designed to be part of a social studies course, gives the child a balanced and positive look at what city life can offer as well as an understanding of how he can bring about changes in it. One 30-minute teacher program accompanies the series. (Intermediate. Color.)

LET'S SEE AMERICA! takes children to American landmarks and looks at American ways of living, past and present. The course is designed to help the child interpret facts and improve his power of generalizing, stimulate his desire to seek further information, and improve his self-expression. (Intermediate.)

LIFE WORLD / 2000 examines various aspects of population growth and its implications for the

earth and the lifestyles of its inhabitants. The series focuses on pollution, family planning, migration, population trends, and the problems of cities. (Junior High. Senior High. Color.)

OTHER FAMILIES, OTHER FRIENDS consists of field trips that are concerned more with people and how they live in various parts of the world than with places and things. The programs visit families and "friends" in Mexico, England. Canada (Quebec), the United States (Maine and Hawaii), Aruba, Greece, Turkey, Israel, Egypt, Iceland, Jamaica, Holland, France, Panama, and Nicaragua. (Primary. Intermediate. Color.)

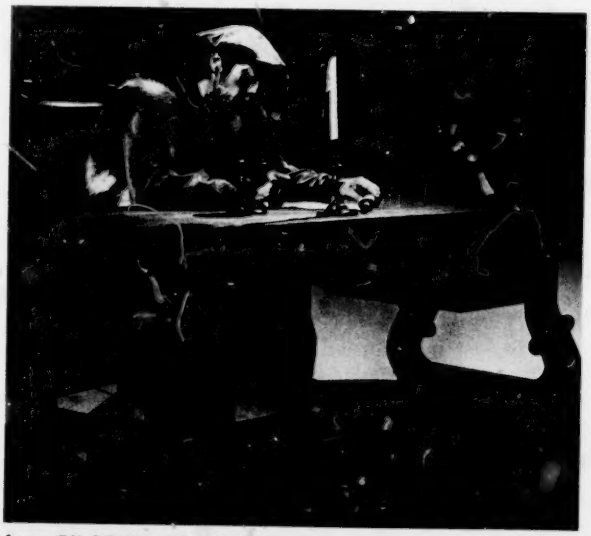
PEOPLE is designed to promote and support better human understanding and human relations. The course uses an open-ended approach to problems resulting from differences in race or ethnic group, religion, socioeconomic class, and creed. The individual lessons are varied in format, style, and mood. (Senior High.)

PILGRIMS TO THE WEST is a four-part series on the history of the Spanish colonial Southwest. It depicts the exploration and colonization of that region by Spain and the relationships among the Spaniards, American Indians, and Mexicans. The series can be used as a companion course to PROJECT: HISTORY. (Junior High. Senior High. Color.)

PROJECT HISTORY focuses on ten themes and issues in American history, from the colonial period to the age of the atom. Dramatic vignettes and still photos help give students a sense of living history. The series can be used as a companion course to PILGRIMS TO THE WEST. (Junior High. Senior High.)

WHAT'S MY THING? is a series of six short, open-ended episodes that deal directly with children's real-life experiences. Each program presents a focused yet complex set of situations involving six young boys in a city neighborhood. A problem related to authority grows out of the boys' random activities, but it remains unresolved and thus open to class discussion and interpretation. (Intermediate.)

1975 (formerly WHY!) is designed to encourage students at the secondary level to develop a critical approach to the study of contemporary affairs. The course uses a group of fundamental concepts to illuminate specific news events and broad contemporary issues. Program topics emanate from students' needs, problems, and interests. (Junior High. Senior High. Color.)



from PILGRIMS TO THE WEST

**Teacher In-Service**

**Health**

DRUGS: THE CHILDREN ARE CHOOSING presents vital facts about drugs, depicts the experience of drug use, and examines drug abuse as it exists today. (Color.)

**Language Arts**

DO YOU READ ME? examines impartially many methods of teaching reading. Each program explains the philosophy and viewpoint of a particular approach, acquaints teachers with its materials, discusses its special characteristics with a teacher who uses it, and reviews each method's pros and cons with nationally known experts.

# NIT Policies, Procedures, Prices and Index of Courses

## Telecourse Use

• The rental fees given here are effective as of September 1, 1974.

• Rental fees are based on school enrollments plus a "base Rate."

• The rental fee authorizes one "use" over any type of electronic system when lessons are recorded on NIT tape stock.

• A use is defined as unlimited transmission of each lesson during a school week.

• Full rental fees are charged for each "use" during a school year when lessons are recorded on NIT tape stock.

There are two standard rental fee structures:*

*Fees for single licensees operating one or more stations*

The fee is the *Base* Rate plus $1.40 per 10,000 students (or portion thereof) up to 250,000 plus 50¢ for each additional 10,000 students. Student figures are based on Grades K through 12, ADA.

The Base Rates are $32.00 for each 15-minute lesson, $37.50 for a 20-minute lesson, $43.00 for a 25-minute lesson, and $48.50 for a 30-minute lesson.

*Fees for multiple licensees operating tape or interconnected regional or area networks*

2 or 3 network participants, each pays 85% of single licensee fee.

4 to 6 network participants, each pays 80% of single licensee fee

7 to 9 network participants, each pays 75% of single licensee fee

10 to 12 network participants, each pays 70% of single licensee fee

13 or more network participants, each pays 65% of single licensee fee.

The multiple license fee provides for one set of NIT tapes to be transmitted or circulated among network participants. Additional NIT tape copies are available, if required, at a cost of $1.50 per minute.

• A user is permitted unlimited transmission during a school year when lessons are recorded on the user's tape stock. A service charge is made for dubbing lessons on user's tape stock as follows:

| | Quad tape | Helical tape |
|---|---|---|
| 15-min. | $12.00 | $10.00 |
| 20-min. | 15.00 | 13.00 |
| 30-min. | 22.00 | 18.00 |

• Rental fees are reduced when lessons on user's tape stock are used during consecutive years. The fee during the second year is reduced $7 for each 15-minute lesson, $10 for each 20-minute lesson, $12.50 for each 25-minute lesson, and $15 for each 30-minute lesson. Fees during additional years are the same as for year two.

• Users should purchase tape stock from NIT whenever possible. NIT prices for tape stock are indicated below. A user supplying tape stock must supply new unrecorded 3M-400 or equivalent.

| Quad tape | Recorded at 15 ips | Recorded at 7½ ips |
|---|---|---|
| 15-min. | $43.50 | $32.00 |
| 20-min. | 64.00 | 37.00 |
| 30-min. | 79.00 | 43.50 |
| 60-min. | 165.00 | —— |

| Helical tape | 3M 461 for 1" Ampex | 3M 462 for 1" IVC | 3M 361 for ½" EIAJ-1 |
|---|---|---|---|
| 15-min. | $25.00 | $25.00 | $12.50 |
| 20-min. | 28.00 | 26.00 | 12.50 |
| 30-min. | 32.00 | 29.00 | 12.50 |

All tape is packaged in plastic impact cases except 3M 361 tape, which is packaged in vinyl boxes.

*NOTE: Prices for tape used with helical machines not listed are available on request.*

• Agencies leasing telecourses from NIT may grant permission to institutions to record off-the-air for convenience replay

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**Fees for the following telecourses are not based on the standard rental fee structures and are as follows:*

*ABOUT SAFETY — Available for purchase only.*
*Price for three program units of approximately five minutes each, recorded on fifteen-minute tapes, is $130 plus tape.*

*ABOUT SCIENCE — Available for purchase only.*
*Price furnished upon request.*

*ART FOR THE DAY — Available for purchase only.*
*Price for eight program units of approximately three minutes each, recorded on half-hour tapes, is $270 plus tape.*

*BREAD & BUTTERFLIES — Available upon request.*

*ROUNDABOUT —*
*more than 200,000* — *$35 each lesson*
*less than 200,000* — *$25 each lesson*

*WHAT'S MY THING — Available for purchase only.*
*Price for six program units of from six to nine minutes each, recorded on a one-hour tape, is $300 plus tape.*

*WHY! — The Base Rate for these lessons is available upon request.*

purposes only, provided that the recordings are:

made by subscribing institutions,
used for instructional purposes only on the premises where they are made,
erased within one school week of their being made.

**Standard Tape Formats**

Quadruplex — 7½ ips or 15 ips low-band monochrome and 15 ips high-band color.

Helical — 1" Ampex, 1" IVC, ½" EIAJ-1 are standard for most courses. Most other formats can be made available by special arrangement. Check with your Regional Representative.

**Supplying Tape Stock**

All user tape must be new, unrecorded stock ready for dubbing.

All user tape must be in plastic impact shipping cases.

A separate tape must be supplied for *each* lesson.

Minimum tape lengths for quadruplex recordings:

| | 15 ips | 7½ ips |
|---|---|---|
| 15-min. | 1240' | 625' |
| 20-min. | 1615' | 815' |
| 30-min. | 2410' | 1200' |

Tape stock should be shipped to:

NIT
1111 W. 17th Street
Bloomington, Indiana 47401

All tape should be identified. (A great deal of tape is received from many sources; inadequate identification creates obvious problems.)

**Scheduling and Ordering Telecourses for the 1974-75 School Year**

*NOTE: Schedules or orders must reach NIT by Monday, July 8, 1974; otherwise, NIT cannot guarantee schedules or date of delivery.*

The following must be supplied with an order:

Complete transmission schedule, including lesson titles, lesson numbers, and transmission dates.

Purchase order number, special billing instructions (payment is due upon receipt of invoice), and name of person to receive billing.

Desired tape format.

Complete shipping address for film and tape. (P.O. box number is not sufficient.)

Name and telephone number of person who is to receive shipping information and instructions.

Mailing address for general correspondence.

Identification of transmission facilities (call letters, CCTV, ITFS, CATV).

**Confirmation**

A signed NIT Telecourse Authorization is confirmation of your order.

**Shipping Instructions**

Shipping instructions will be sent by mail and will include shipping labels.

Shipping instructions will include transmission schedule of the next user when lessons are bicycled.

Tapes must be forwarded immediately following use and no later than Friday of the week in which they are used.

*NOTE: The user is authorized to use lessons only Monday through Friday of the scheduled week, unless lessons are recorded on user's tape stock.*

## Previewing

Preview kits containing one or more pre-selected lessons on 16mm film, or one pre-selected lesson on 2" quad tape, are available without charge except for return postage.

Lessons different from those pre-selected by NIT are available for previewing at a cost of $7.50 each if the tape or film is in stock. If the tape or film is not in stock, the charge will vary, depending upon the preparation required.

Preview materials should be requested through NIT regional offices.

Preview materials should be requested at least three weeks in advance of use date; at least one alternate use date should be specified.

Preview materials are for *one week* use only. If necessary, arrangements can be made for longer preview periods; this must be done when the order is placed.

Confirmation is sent by mail and includes shipping instructions.

Preview materials may be transmitted if permission is obtained when the original request is made.

### What To Do If

Tape does not arrive on schedule (three working days before use date):

Check shipping instructions to determine origin of shipment.

Call shipper

Call NIT Operations if tape is lost. (812) 339-2203

Tape is unusable:

Call NIT Operations at least three working days before use date. (812) 339-2203

Complete and return (by separate mail) service card that accompanies tape.

## Printed Materials

Teacher's guides and manuals are available for purchase from NIT. Reprint rights for most printed materials can be obtained from NIT for a modest fee. Guides and manuals are not sold on consignment.

### Ordering Printed Materials

Order all printed materials or obtain reprint rights through your regional office.

Allow four to six weeks for delivery. Normal surface shipments are prepaid. Special orders and expedited shipments are F.O.B. Bloomington, Indiana.

The following must be supplied with an order:

Purchase order number, special billing instructions, and name of person to receive billing.

Complete shipping address. (P.O. box number is not sufficient.)

Name and telephone number of person to receive shipping information.

*NOTE: All orders for fewer than ten manuals must be accompanied by remittance or institutional purchase order.*

### Price List of Printed Materials

| Course Title | Copies: 1-9 | 10-499 | 500 & over |
|---|---|---|---|
| About Safety | * | * | * |
| About Science | $1.00 | $ .70 | $ .63 |
| All About You | * | * | * |
| Animals & Such | 1.00 | .40 | .36 |
| Art for the Day | † | † | † |
| Bread & Butterflies | * | * | * |
| Breakthru | 1.00 | .45 | .40 |
| Children of the World | 1.00 | .35 | .30 |
| Code/English | 1.50 | 1.00 | .90 |
| The Communists | 1.00 | .50 | .45 |
| Community of Living Things | 1.50 | .90 | .81 |
| Computer Programming Techniques | | | |
| Instructor's Manual Vols. 1 & 2 | * | * | * |
| Student's Textbook Vol. 1 | * | * | * |
| Student's Textbook Vol. 2 | * | * | * |
| Contemporary Poetry | * | * | * |
| Cover to Cover | | | |
| Teacher's Manual | 1.00 | .36 | .36 |
| Bibliography | .15 | .15 | .15 |
| Do You Read Me? | 3.00 | 2.25 | 2.03 |
| Drugs: The Children Are Choosing | 1.25 | .80 | .72 |
| En Francais | ‡ | ‡ | ‡ |
| English — Fact and Fancy | 1.00 | .70 | .63 |
| Explorers Unlimited | * | * | * |
| Getting the Word | * | * | * |
| How Can I Tell You | 1.00 | .60 | .54 |
| If You Live in a City | | | |
| Where Do You Live | 2.00 | 1.60 | 1.44 |
| Images & Things Teacher's Guide | 1.50 | 1.00 | .90 |
| Images & Things Learning Resources Guide | 1.00 | .80 | .72 |
| Imagine That . . . | 1.00 | .50 | .45 |
| Inside/Out | 1.50 | 1.00 | .90 |
| Let's See America! | 1.00 | .40 | .36 |
| Life World/2000 | * | * | * |
| Matter & Motion | * | * | * |
| A Matter of Fact | 1.00 | .60 | .54 |
| A Matter of Fiction | 1.00 | .25 | .20 |
| Meaning in Art | 1.00 | .40 | .36 |
| The MeTooShow | † | † | † |
| Meet the Arts | 1.00 | .70 | .63 |
| Natural Science Specials | † | † | † |
| Other Families, Other Friends | 1.50 | .90 | .81 |
| Patterns in Arithmetic 1 | | | |
| Teacher's Manual | 2.50 | 1.80 | 1.62 |
| Exercises for Pupils | * | * | * |
| Patterns in Arithmetic 2 | | | |
| Teacher's Manual | 4.00 | 3.00 | 2.70 |
| Exercises for Pupils | * | * | * |
| Patterns in Arithmetic 3 | | | |
| Teacher's Manual | 4.00 | 3.00 | 2.70 |
| Exercises for Pupils | * | * | * |
| Patterns in Arithmetic 4 | | | |
| Teacher's Manual | 2.50 | 1.85 | 1.66 |
| Exercises for Pupils | * | * | * |
| Patterns in Arithmetic 5 | | | |
| Teacher's Manual | 3.00 | 2.00 | 1.80 |
| Exercises for Pupils | * | * | * |
| Patterns in Arithmetic 6 | | | |
| Teacher's Manual | 3.50 | 2.80 | 2.52 |
| Exercises for Pupils | * | * | * |
| People | .75 | .30 | .27 |
| Picture Book Park | * | * | * |
| Pilgrims to the West | † | † | † |
| Primary Art | 1.50 | .90 | .81 |
| Project: History | 1.00 | .50 | .45 |
| Puppets and the Poet | † | † | † |
| Ready? Set . . . Go! Level I | 3.50 | 2.00 | 1.80 |
| Ready? Set . . . Go! Level II | 3.50 | 2.00 | 1.80 |
| Ripples | | | |
| Teacher's Guide | 1.00 | .60 | .54 |
| Discussion Leader's Guide | 1.00 | .25 | .23 |
| Roundabout | 1.00 | .70 | .63 |
| The Science Shed | 3.50 | 2.00 | 1.80 |
| Secondary Developmental Reading | | | |
| Teacher's Manual and Reading List | 1.00 | .70 | .63 |
| Reading List | 1.00 | .30 | .27 |
| Stepping into Melody | 1.00 | .60 | .54 |
| Stepping into Rhythm | 1.00 | .60 | .54 |
| Tell Me a Story | 1.00 | .60 | .54 |
| TV Today | 1.00 | .50 | .45 |
| A Time of Your Life | | | |
| Teacher's Manual | 1.50 | 1.00 | .90 |
| Administrator's Handbook | 1.00 | .50 | .45 |
| What's My Thing? | 1.00 | .35 | .31 |
| Word Workers, Inc. | 1.50 | 1.00 | .90 |
| Words Are for Reading | 1.00 | .60 | .54 |
| The WordSmith | 1.00 | .70 | .63 |
| You and Eye | 1.00 | .70 | .63 |

* Price available on request.

† Combination guide and fact sheet, available in quantities at five cents each.

‡ Order form available from NIT.

## Audiovisual Materials

### Films and Videocassettes

Single 16mm color films or color Sony U-Matic videocassettes of BREAD & BUTTERFLIES, IMAGES & THINGS, INSIDE/OUT, and RIPPLES are available for purchase. In addition, videocassette copies of ABOUT SAFETY, ABOUT SCIENCE, ART FOR THE DAY, and WHAT'S MY THING? may be purchased for audiovisual use.

Preview copies of single titles from these series are available to prospective purchasers without charge except for return postage. Preview requests should include a preferred and an alternate use date. *Preview copies may be held for no more than one week unless prior arrangements are made.*

Purchase of a film or videocassette does not include the right to reproduce it in whole or in part or to use it on open-circuit or closed-circuit television unless special arrangements are made with NIT.

Teacher programs also accompany some of the series. These programs provide teachers with information about the scope and content of the series and with examples of classroom activities that can increase the effectiveness of the programs.

Teacher's guides are supplied to purchasers of titles from the series.

Discounts for volume purchases are available. Special extended payment arrangements also can be made.

Film and videocassette prices are as follows:

BREAD & BUTTERFLIES. Fifteen 15-minute student programs, color.
16mm film — $150 per program videocassette — $125 per program
One 20-minute teacher program, color.
16mm film — $90 videocassette — $90

IMAGES & THINGS. Thirty 20-minute student programs, color.
16mm film — $190 per program videocassette — $150 per program
Three 30-minute teacher programs, color.
16mm film — $135 per program videocassette — $135 per program

INSIDE/OUT. Thirty 15-minute student programs, color.
16mm film — $150 per program videocassette — $125 per program
One 30-minute teacher program, color.
16mm film — $135 videocassette — $135

RIPPLES. Thirty-six 15-minute student programs, color.
16mm film — $150 per program videocassette — $125 per program
Three 30-minute teacher programs, color.
16mm film — $135 per program videocassette — $135 per program

ABOUT SAFETY. Twenty-one 5-minute student programs, color.
Three programs per videocassette. $145 per videocassette.

ABOUT SCIENCE. Forty 4- to 11-minute student programs, color.
Three to five programs per videocassette. $205 to $225 per videocassette, depending on the number of programs per tape.

ART FOR THE DAY. Eighty 3-minute student programs, color.
Ten programs per videocassette. $280 per videocassette.

WHAT'S MY THING? Six 6- to 10-minute student programs, black and white.
All six programs on one videocassette. $300 per videocassette.

### IMAGES & THINGS Learning Resources Kit

A Learning Resources Kit created in conjunction with the art education series IMAGES & THINGS is available for purchase. Designed to stimulate visual and aesthetic experiences, it can be used independently by individual students or by groups, with or without the programs.

The kit contains:
— 180 full-color slides of art images appearing in the series
— 10 slide viewers for individual use
— A guide designed for student and/or teacher use

The price of the complete kit is $130.

### Workshop Training Packages

For agencies that wish to conduct teacher training workshops for BREAD & BUTTERFLIES or INSIDE/OUT, a workshop training package for each series is available for purchase. The packages are self-contained and include the necessary materials to help educators become familiar with the concept and goals of the series. In addition, they provide ideas for activities in the classroom both before and after the programs are shown. Purchase prices are available upon request.

In recognition of their intellectual and financial participation in the consortia which developed BREAD & BUTTERFLIES, IMAGES & THINGS, INSIDE/OUT, and RIPPLES, agencies within consortium states are given discounted prices for films and videocassettes. These rates are available upon request.

# NIT Offices

**NIT Headquarters**
Box A
Bloomington, Indiana 47401
Phone: 812 339-2203

**NIT Regional Offices and Service Areas**

**Eastern Office**
Arlington Executive Bldg.
2009 N. 14th St.
Arlington, Virginia 22201
Phone: 703 527-7232

*Serves:*

Connecticut
Delaware
District of Columbia
Maine
Maryland
Massachusetts
New Hampshire
New Jersey
New York
Pennsylvania
Rhode Island
Vermont
Virginia
West Virginia
New Brunswick
Newfoundland
Nova Scotia
Quebec

**Midwestern Office**
10909 W. Bluemound Rd.
Wauwatosa, Wisconsin 53226
Phone: 414 475-1020

*Serves:*

Illinois
Indiana (contact NIT, Bloomington)
Iowa
Michigan
Minnesota
Missouri
Nebraska
North Dakota
Ohio
South Dakota
Wisconsin
Manitoba
Ontario

**Southern Office**
333 Sandy Springs Circle, N.E.
Atlanta, Georgia 30328
Phone: 404 252-6225

*Serves:*

Alabama
Arkansas
Florida
Georgia
Kentucky
Louisiana
Mississippi
North Carolina
South Carolina
Tennessee

**Western Office**
1670 S. Bayshore
San Mateo, California 94402
Phone 415 574-3437

*Serves:*

Alaska
Arizona
California
Colorado
Hawaii
Idaho
Kansas
Montana
Nevada
New Mexico
Oklahoma
Oregon
Texas
Utah
Washington
Wyoming
Alberta
British Columbia
Saskatchewan

# Index of Courses by Grade Level

Although NIT courses have been designed for specific grade levels, most can be used at several grade levels at the professional discretion of the user.

## Primary Through Senior High School

| Primary (Kindergarten — 3rd Grade) | No. of Units | Length |
|---|---|---|
| About Safety (c) | 21 | 5' |
| All About You (c) | 30 | 15' |
| Explorers Unlimited (c) | 33 | 15' |
| How Can I Tell You (c) | 15 | 15' |
| Imagine That . . . | 15 | 15' |
| Teacher Program | 1 | 30' |
| Meaning in Art | 17 | 20' |
| The MeTooShow(c) | 4 | 20' |
| Teacher-Parent Program | 1 | 60' |
| Other Families, Other Friends (c) | 32 | 15' |
| Patterns in Arithmetic 1 | 32 | 15' |
| Patterns in Arithmetic 2 | 48 | 15' |
| Patterns in Arithmetic 3 | 64 | 15' |
| Picture Book Park (c) | 16 | 15' |
| Primary Art (c) | 30 | 15' |
| Ready? Set . . . Go! Level I | 30 | 20' |
| Ready? Set . . . Go! Level II | 30 | 20' |
| Teacher Programs | 4 | 30' |
| Ripples (c) | 36 | 15' |
| Teacher Programs | 3 | 20' |
| Roundabout | 52 | 15' |
| Stepping into Melody | 30 | 15' |
| Stepping into Rhythm | 30 | 15' |
| Tell Me a Story | 30 | 15' |
| Teacher Program | 1 | 30' |
| Word Workers, Inc. (c) | | |
| Words Are for Reading (c) | 10 | 10'-15' |
| **Intermediate (4-7)** | | |
| About Science (c) | 40 | 5'-8' |
| Animals & Such (c) | 6 | 15' |
| Art for the Day (c) | 80 | 3'-4' |
| Bread & Butterflies (c) | 15 | 15' |
| Teacher Program | 1 | 20' |
| Informational Program | 1 | 15' |
| Breakthru (c) | 10 | 17'-23' |
| Children of the World (c) | 6 | 30' |
| Code/English | 15 | 20' |
| Cover to Cover | 40 | 20' |
| Explorers Unlimited (c) | 33 | 15' |
| How Can I Tell You (c) | 15 | 15' |
| If You Live in a City | | |
| Where Do You Live (c) | 5 | 30' |
| Teacher Program | 1 | 30' |
| Images & Things (c) | 30 | 20' |
| Teacher Programs | 3 | 30' |
| Inside/Out (c) | 30 | 15' |
| Teacher Program | 1 | 30' |
| Informational Program | 1 | 15' |
| Let's See America! | 26 | 30' |
| Matter & Motion (c) | 16 | 15' |
| Meaning in Art | 17 | 20' |
| Meet the Arts | 15 | 30' |
| Natural Science Specials (c) | 14 | 20' |
| Other Families, Other Friends (c) | 32 | 15' |
| Patterns in Arithmetic 4 | 64 | 15' |
| Patterns in Arithmetic 5 | 64 | 15' |
| Patterns in Arithmetic 6 | 64 | 15' |
| The Science Shed | 15 | 20' |
| A Time of Your Life | 15 | 20' |
| Teacher Programs | 2 | 30' |
| What's My Thing? | 6 | 6'-10' |
| The WordSmith | 28 | 20' |
| You and Eye | 30 | 20' |
| **Junior High School (7-9)** | | |
| About Science (c) | 40 | 5'-8' |
| Art for the Day (c) | 80 | 3'-4' |
| Code/English | 15 | 20' |
| Community of Living Things | 32 | 20' |
| Contemporary Poetry (c) | 6 | 20' |
| Getting the Word (c) | 30 | 20' |
| Teacher Programs | * | * |
| Images & Things (c) | 30 | 20' |
| Teacher Programs | 3 | 30' |
| Life World/2000 (c) | 13 | 15' |
| Look to the Future | 10 | 30' |
| A Matter of Fact (c) | 15 | 20' |
| A Matter of Fiction (c) | 15 | 20' |
| Natural Science Specials (c) | 14 | 20' |
| Pilgrims to the West (c) | 4 | 20' |
| Project: History | 10 | 20' |
| Puppets and the Poet (c) | 4 | 20' |
| Secondary Developmental Reading | 30 | 25' |
| 1975 (formerly Why!) (c) | 30 | 15' |
| **Senior High School** | | |
| About Science (c) | 40 | 5'-8' |
| Art for the Day (c) | 80 | 3'-4' |
| The Communists | 8 | 20' |
| Contemporary Poetry (c) | 6 | 20' |
| En Francais (c) | 26 | 15' |
| Getting the Word (c) | 30 | 20' |
| Teacher Programs | * | * |
| Life World/2000 (c) | 13 | 15' |
| A Matter of Fact (c) | 15 | 20' |
| A Matter of Fiction (c) | 15 | 20' |
| People | 10 | 20' |
| Pilgrims to the West (c) | 4 | 20' |
| Project: History | 10 | 20' |
| Puppets and the Poet (c) | 4 | 20' |
| TV Today | 8 | 30' |
| 1975 (formerly Why!) (c) | 30 | 15' |

## Teacher In-Service

| | | |
|---|---|---|
| Do You Read Me? | 15 | 30' |
| Drugs: The Children are Choosing (c) | 7 | 30' |
| English — Fact and Fancy | 15 | 30' |

# Index of Courses by Subject Area

## Higher Education

| | No. of Units | Length |
|---|---|---|
| American National Government | 15 | 30′ |
| Computer Programming Techniques | 40 | 30′ |
| Teacher Program | 1 | 12′ |
| Economics and the Public Interest | 15 | 30′ |
| Expository English I | 15 | 30′ |
| Expository English II | 15 | 30′ |
| En Francais (c) | 26 | 15′ |
| Introduction to Computer Science I | 15 | 30′ |
| Introduction to Computer Science II | 15 | 30′ |
| Introduction to Sociology | 15 | 30′ |
| Major American Books | 15 | 30′ |
| Man and His Motives | 15 | 30′ |
| Principles of Behavior | 15 | 30′ |
| TV Today | 8 | 30′ |
| World History I | 15 | 30′ |
| World History II | 15 | 30′ |

(c) Series is in color.

* Information available on request.

## Primary Through Senior High School

| Art | No. of Units | Length |
|---|---|---|
| Art for the Day (c) | 80 | 3′-4′ |
| Images & Things (c) | 30 | 20′ |
| Teacher Programs | 3 | 30′ |
| Meaning in Art | 17 | 20′ |
| Meet the Arts | 15 | 30′ |
| Primary Art (c) | 30 | 15′ |
| You and Eye | 30 | 20′ |
| **Career Development** | | |
| Bread & Butterflies (c) | 15 | 15′ |
| Teacher Program | 1 | 20′ |
| Informational Program | 1 | 15′ |
| **Communications** | | |
| Code/English | 15 | 20′ |
| Getting the Word (c) | 30 | 20′ |
| Teacher Programs | * | * |
| TV Today | 8 | 30′ |
| Word Workers, Inc. (c) | 25 | 15′ |
| Words Are for Reading (c) | 10 | 10′-15′ |
| The WordSmith | 28 | 20′ |
| **Early Childhood** | | |
| The MeTooShow (c) | 4 | 20′ |
| Teacher-Parent Program | 1 | 60′ |
| Ripples (c) | 36 | 15′ |
| Teacher Programs | 3 | 20′ |
| Roundabout | 52 | 15′ |
| **Foreign Language** | | |
| En Francais (c) | 26 | 15′ |
| **Health and Physical Education** | | |
| All About You (c) | 30 | 15′ |
| Inside/Out (c) | 30 | 15′ |
| Teacher Program | 1 | 30′ |
| Informational Program | 1 | 15′ |
| Ready? Set . . . Go! Level I | 30 | 20′ |
| Ready? Set . . . Go! Level II | 30 | 20′ |
| Teacher Programs | 4 | 30′ |
| A Time of Your Life | 15 | 20′ |
| Teacher Programs | 2 | 30′ |
| **Humanities** | | |
| Meet the Arts | 15 | 30′ |

| Language Arts | No. of Units | Length |
|---|---|---|
| Code/English | 15 | 20′ |
| Contemporary Poetry (c) | 6 | 20′ |
| Cover to Cover | 40 | 20′ |
| Getting the Word (c) | 30 | 20′ |
| Teacher Programs | * | * |
| How Can I Tell You (c) | 15 | 15′ |
| Imagine That . . . | 15 | 15′ |
| Teacher Program | 1 | 30′ |
| A Matter of Fact (c) | 15 | 20′ |
| A Matter of Fiction (c) | 15 | 20′ |
| Picture Book Park (c) | 16 | 15′ |
| Puppets and the Poet (c) | 4 | 20′ |
| Secondary Developmental Reading | 30 | 25′ |
| Tell Me a Story | 30 | 15′ |
| Teacher Program | 1 | 30′ |
| Word Workers, Inc. (c) | 25 | 15′ |
| Words Are for Reading (c) | 10 | 10′-15′ |
| The WordSmith | 28 | 20′ |
| **Mathematics** | | |
| Patterns in Arithmetic 1 | 32 | 15′ |
| Patterns in Arithmetic 2 | 48 | 15′ |
| Patterns in Arithmetic 3 | 64 | 15′ |
| Patterns in Arithmetic 4 | 64 | 15′ |
| Patterns in Arithmetic 5 | 64 | 15′ |
| Patterns in Arithmetic 6 | 64 | 15′ |
| **Music** | | |
| Stepping into Melody | 30 | 15′ |
| Stepping into Rhythm | 30 | 15′ |
| **Safety** | | |
| About Safety (c) | 21 | 5′ |
| **Science** | | |
| About Science (c) | 40 | 5′-8′ |
| All About You (c) | 30 | 15′ |
| Animals & Such (c) | 16 | 15′ |
| Community of Living Things | 32 | 20′ |
| Matter & Motion (c) | 16 | 15′ |
| Natural Science Specials (c) | 14 | 20′ |
| The Science Shed | 15 | 20′ |
| **Social Studies** | | |
| Breakthru (c) | 10 | 17′-23′ |
| Children of the World (c) | 6 | 30′ |
| The Communists | 8 | 20′ |
| Explorers Unlimited (c) | 33 | 15′ |
| If You Live in a City Where Do You Live (c) | 5 | 30′ |
| Teacher Program | 1 | 30′ |
| Let's See America! | 26 | 30′ |
| Life World/2000 (c) | 13 | 15′ |
| Other Families, Other Friends (c) | 32 | 15′ |
| People | 10 | 20′ |
| Pilgrims to the West (c) | 4 | 20′ |
| Project: History | 10 | 20′ |
| What's My Thing? | 6 | 6′-10′ |
| 1975 (formerly Why!) (c) | 30 | 15′ |

## Teacher In-Service

| Health | No. of Units | Length |
|---|---|---|
| Drugs: The Children Are Choosing | 7 | 30′ |
| **Language Arts** | | |
| Do You Read Me? | 15 | 30′ |
| English — Fact and Fancy | 15 | 30′ |

## Higher Education

| | | |
|---|---|---|
| **Communications** | | |
| TV Today | 8 | 30′ |
| **Computer Technology and Science** | | |
| Computer Programming Techniques | 40 | 30′ |
| Teacher Program | 1 | 12′ |
| Introduction to Computer Science I | 15 | 30′ |
| Introduction to Computer Science II | 15 | 30′ |
| **Economics** | | |
| Economics and the Public Interest | 15 | 30′ |
| **Foreign Language** | | |
| En Francais (c) | 26 | 15′ |
| **Government** | | |
| American National Government | 15 | 30′ |
| **History** | | |
| World History I | 15 | 30′ |
| World History II | 15 | 30′ |
| **Literature and Composition** | | |
| Expository English I | 15 | 30′ |
| Expository English II | 15 | 30′ |
| Major American Books | 15 | 30′ |
| **Psychology** | | |
| Man and His Motives | 15 | 30′ |
| Principles of Behavior | 15 | 30′ |
| **Sociology** | | |
| Introduction to Sociology | 15 | 30′ |

(c) Series is in color.

* Information available on request.

ENGLISH—FACT AND FANCY develops attitudes about English and English instruction that accord with mid-twentieth century knowledge about languages. The course is designed to help improve teaching by creating an understanding of the English language as a social and behavioral phenomenon rather than as an abstract impersonal system devised for the "expression of thought."

## Higher Education

### Communications

TV TODAY provides a broad general background of the broadcasting industry. It looks at the structure, problems, and facilities of American television and radio and at some of the people who work behind the scenes of these two media.

### Computer Technology and Science

COMPUTER PROGRAMMING TECHNIQUES considers the basic principles of computer systems and programming. The course is divided into three parts: Basic Computer Systems, Machine/Assembly Language, and FORTRAN. Accompanying the course is a 12-minute program for instructors.

INTRODUCTION TO COMPUTER SCIENCE I (Engineering I) surveys computation devices from the early abacus to current electronic technology. The course introduces machine-operating techniques and computer programming with particular emphasis on the fundamentals of the FORTRAN language.

INTRODUCTION TO COMPUTER SCIENCE II (Engineering II) emphasizes the non-numeric aspects of computer programming. Procedures for data processing and automatic processing are covered.

### Economics

ECONOMICS AND THE PUBLIC INTEREST (Economics I) introduces economic analysis and its application to the major economic issues confronting the United States and the world. The purpose of the course is to give students the tools for making informed judgment about such vital matters as unemployment, inflation, competition, and growth.

### Foreign Language

EN FRANCAIS combines Gallic humor with glimpses of life in France to give the student a working knowledge of conversational French. Based on a study by the Centre de Recherch et d'Etude pour la Diffusion du Francais at the Ecole Normale Supériere de Saint-Cloud, the course provides the basic speech constructions necessary for conversational French and a carefully selected working vocabulary. (Color.)

### Government

AMERICAN NATIONAL GOVERNMENT (Government I) introduces the development of the three main institutions of American national government—Congress, the Presidency, and the Supreme Court. Each is traced historically from the Constitutional Convention to the present and thoroughly analyzed.

### History

WORLD HISTORY I (History I) presents a comprehensive pictorial overview of world history from the Fall of Rome to the Napoleonic Era. The course covers the great movements, the men that led them, and the consequences of their work.

WORLD HISTORY II (History II) begins with the Peace of Vienna in 1815 and probes the revolutions of 1830 and 1848, which led to reform in England, Italy, and Germany. Also covered are America's westward expansion and Civil War, the rise of capitalism and socialism, imperialism in Africa and Asia, politics before and after the World Wars, the end of empire after the wars, the Cold War and the deterrent power of the Polaris.

### Literature and Composition

EXPOSITORY ENGLISH I (English I) strengthens the student's writing abilities and increases his reading comprehension. The elements of formal prose and the structural, stylistic, and thematic devices of selected essays and fictional pieces are discussed.

EXPOSITORY ENGLISH II (English II) makes more demanding writing assignments and analyzes more sophisticated problems in writing style. Representative literary works in the novel, the essay, drama, and poetry are discussed.

MAJOR AMERICAN BOOKS (English III) deals with fifteen of America's great authors. The course suggests the many ways of analyzing and interpreting a book.

**Psychology**

PRINCIPLES OF BEHAVIOR (Psychology I) considers the complexity of the seemingly simple question: "Why do organisms do what they do?" The course discusses categories of behavior such as motivation, perception and learning, and the techniques used to study behavior. It also focuses on principles of behavior central to an understanding of man's purpose, intentions, and goals.

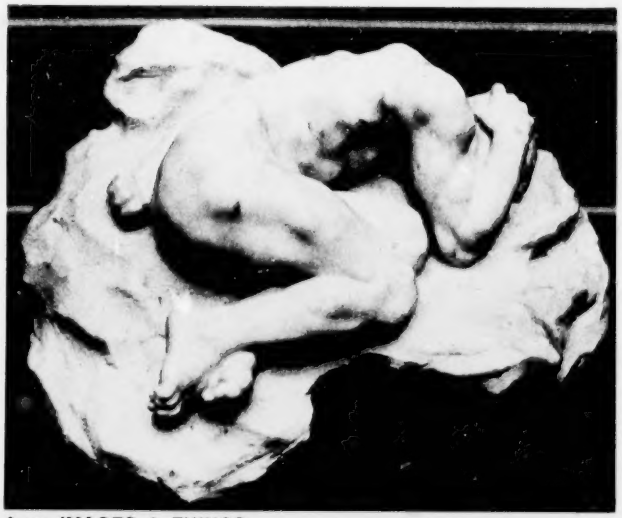
MAN AND HIS MOTIVES (Psychology II) discusses the subject of human motivation and introduces basic theories and research findings that bear on the "why" of man's thought and action.

**Sociology**

INTRODUCTION TO SOCIOLOGY (Sociology I) presents the basic terms of sociology and the sociological view of "men in groups." It considers major sociological institutions, various types of groups (categorical, territorial, and purposeful), and basic social processes (public opinion, deviance, control, and social change).

from RIPPLES

from EXPLORERS UNLIMITED

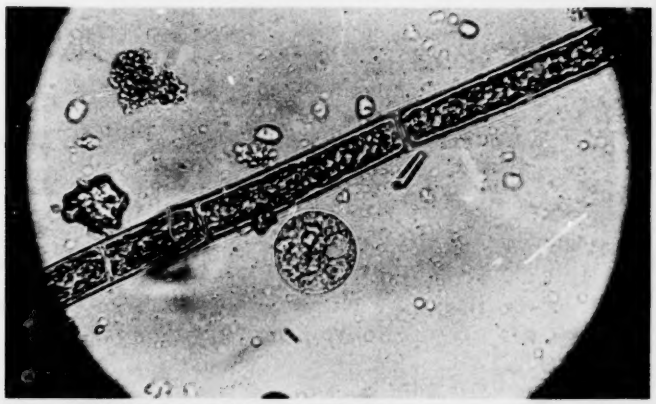


from IMAGES & THINGS

from OTHER FAMILIES, OTHER FRIENDS

from BREAKTHRU

from MATTER & MOTION



from COMMUNITY OF LIVING THINGS

from ABOUT SAFETY

from IMAGES & THINGS

from A MATTER OF FACT

# NIT Services

NIT makes television course materials available on a rental basis to educational institutions for instructional use over open-circuit broadcast stations, 2500 MHz (ITFS) systems, closed-circuit (CCTV) systems, and community antenna (CATV) systems.

**Rental fees.** These are based on the premise that there should be a relationship between the amount paid and the number of students who can be served by the television system. Such fees must cover a fair share of the expense of developing new materials, revising and upgrading existing materials, and sustaining the general operations of a materials library. The amount of the telecourse rental fee, therefore, is determined by the size of school enrollments, the number of lessons in a course, the length of the lessons, and whether the lessons are recorded on the user's tape stock or tape stock supplied by NIT.

**Recording lesson on user's tape stock.** This offers economies for the user, provides for greater flexibility in scheduling, and makes possible unlimited repetitions during a school year. To assure technical quality and for reasons of logistics, it is recommended that the user buy the tape to be dubbed through NIT. Should the user supply tape from his own inventory, it must be new, unrecorded stock ready for dubbing, must be completely identified, and must be shipped to NIT in plastic impact cases. Tape to be dubbed with courses scheduled for starting dates in September or October 1974 must reach NIT by July 8, 1974.

**Lessons recorded on NIT tape stock.** These are available in all quadruplex formats and the one-inch Ampex, one-inch IVC, and half-inch EIAJ-1 helical formats.

**The "bicycling" system of circulation.** This is employed by NIT as a means of maintaining low rental fees. This system requires close cooperation between the user and NIT. A familiarity with NIT's operating procedures will help ensure prompt delivery of the proper materials at reasonable rental rates.

**Sequence of lessons.** Most NIT courses are designed to be used at the rate of one lesson per week, in sequence, during consecutive school weeks. Variations in this use pattern are possible only when arrangements are made to record lessons on user's tape stock.

### Regional Offices

To better serve the specific needs of each user, NIT maintains four regional offices. These are staffed by highly qualified professionals who can help identify suitable prerecorded materials, develop transmission schedules, and strengthen utilization activities. To ensure prompt and efficient service, users are urged to deal with the regional office serving their area. (Regional offices and their service areas are listed in the grey section.)

**Modules.** Some NIT courses are distributed in modules, or clusters, of from two to eleven lessons. This also is a means of maintaining low rental fees. While the modules themselves may be placed in any sequence, the order of the lessons within the modules may not be changed. NIT will, in consultation with the user, vary the module sequencing to meet the requirements of both local use and NIT distribution.

**Scheduling and ordering telecourses.** Users are urged to place early orders (firm or tentative). Because of the large number of tapes to be dubbed and the complexity of scheduling, NIT cannot assure the user that he will receive the desired course in the desired sequence and at the desired time unless he does order early.

All scheduling orders with September or October 1974 starting dates must reach NIT no later than July 8, 1974. Cancelling tentative orders placed by that date will not be difficult, but it may be impossible for NIT to honor orders and/or scheduling changes submitted after July 8 except at additional cost to the user.

**Billing information.** Invoices are due upon receipt. If special billing instructions, procedures, or payment schedules are required, they must be submitted to NIT at the time an order is placed.

*Note: Orders for 10 or fewer guides or manuals must be accompanied by payment or institutional purchase order.*

**Preview programs.** An institution considering the use of a telecourse should screen at least one lesson and review related printed matter before making a commitment to use a telecourse. NIT also wants to accommodate the institution that seeks to provide its teachers with preview opportunities for courses already scheduled. For these purposes, representative lessons from each course are available from NIT.

**Film and Videocassette Purchase**

16mm film and Sony U-Matic videocassette copies of *BREAD & BUTTERFLIES, IMAGES & THINGS, INSIDE/OUT,* and *RIPPLES* can be purchased for audiovisual use. *ABOUT SAFETY, ABOUT SCIENCE, ART FOR THE DAY,* and *WHAT'S MY THING?* are also available on videocassette. (See grey center section for further information.)

**Preview materials available without charge.** Preview kits are available without charge except for return postage. Kits contain one or more preselected lessons on 16mm film plus related printed matter. Also available at no charge is one preselected lesson on two-inch tape with related printed matter.

**Preview materials for which a charge is made.** Some users may require screening materials different from those selected by NIT for preview. In these instances NIT must charge a fee to cover special preparation and handling. Such materials can be provided in quadruplex or helical formats, and sometimes on 16mm film. The amount of the service charge will depend on whether the tape or film is in stock or must be specially prepared.

**Related printed material.** NIT makes available printed material for use with nearly every course in distribution. Generally, this takes the form of a guide or manual that helps the classroom teacher make the most effective use of the telecourse. Often the teacher's guide functions as an integral part of the course.

**The typical teacher's guide.** Guides include an overview of the series indicating its objectives and the classroom techniques that will help achieve them, a description of the content of each lesson, and suggestions for pre-lesson and post-lesson activities. Many of the guides contain bibliographies for teachers and students. If special equipment or supplies are needed, these generally are listed in individual lesson entries.

**Other kinds of printed materials.** Student workbooks, discussion leader's guides, separate bibliographies, and activity cards for learners also are available for some courses.

**Learning Resources Kit**

An *IMAGES & THINGS* Learning Resources Kit is available for purchase. The kit contains 180 color slides, 10 slide viewers, and a guide designed for both teacher and student use. (See grey center section for details.)

*For course rental fees, prices of related printed materials, ordering information, and operating procedures, see grey center section.*

# Professional Publications and Films

*This section lists professional publications and films of particular significance in the field of instructional television. The materials can be obtained from NIT at the prices listed.*

**One Week of Educational Television, No. 6 and No. 5**

This continuing study is the most widely used survey of the programming practices of educational broadcasters in the United States. Each report considers the programming of all open-circuit educational television stations in the United States, and of selected closed-circuit and ITFS systems, for one week. No. 6 covers the week of March 9-15, 1970, and No. 5 the week of May 6-12, 1968. Both reports measure general, school, college, and adult instructional broadcasting separately and in sum. No. 6, $2.50. No. 5. $2.00. Special price for both, $3.00.

(One Week of Educational Television, No. 7 is available from the Corporation for Public Broadcasting.)

**Continuing Public Education Broadcasting Report**

This report analyzes current television and radio programming and considers noncommercial broadcasting's potential as a means of providing further educational opportunities. The report establishes that a major national effort is required by public broadcasting to meet urgent continuing education needs. $3.50.

**An Assessment of Instructional Television**

These historical reports, prepared from surveys of instructional television begun in 1966, present an analysis and appraisal of instructional television as it was used from the first through the twelfth grades. NIT examined the status and potential of television in subjects where the medium was most extensively used. Each report presents a quantitative analysis of the then existing programming and an overview of the judgments of subject matter and instructional television specialists. The reports are available collectively at $2.00 or singly at $.40. They are:

Instructional Television in Art Education
Instructional Television in Music Education
Television in Foreign Language Education
Television in Health & Physical Education
Television in Language Arts Education
Television in Mathematics Education
Television in Science Education
Television in Social Studies Education

**Television in Higher Education: Psychology**

This report (written in 1967) contains the results of a special conference conducted to assess television materials available in psychology and to begin exploration of ways to make the most effective materials widely available. It describes NIT's interest, the kinds of materials assessed, and responses to the status and possible role of television in psychology instruction. $.50.

**Television in Higher Education: Social Work Education**

This report (written in 1966) discusses NIT's interest in television materials for social work education at the undergraduate, graduate, and professional education levels, and presents opinions about existing materials and the potential of television in this area. $.50.

*Each of NIT's assessments of specific subjects has led to a continuing analysis of television's most effective role. Two of the investigations by eminent subject matter and instructional television specialists have resulted in important new directions for television. These two are described in the reports listed below.*

**Guidelines for Art Instruction Through Television for the Elementary Schools**

The major portion of the *Guidelines* identifies, explains, and demonstrates the content of art instruction that any series of television programs should embody. Other sections of the *Guidelines* consider procedures essential to planning a series of programs, preparing materials to assist teachers in their use, and producing such programs effectively. $2.00.

**Television Guidelines for Early Childhood Education**

The major portions of these *Guidelines* consider the distinctive qualities of children from three through five years of age, the learning goals relevant and significant to them, and the processes that stimulate them to learn. Other parts of the *Guidelines* are concerned with the status of television in this field, with evaluation, and with utilization. $2.00.

*Special project reports that include kinescope summaries or samples of the results are also available. These are listed here.*

**The ITV Humanities Project**

The history of the development of five experimental series for instructional television at the secondary level represents a practical workshop for those interested in television's potential in the humanities and for those interested in experimental production for instruction. The project was administered by the WGBH (Boston) Educational Foundation in 1967 under a grant from the National Endowment for the Humanities. It sought to stimulate the creativity of instructional television professionals and to encourage an interdisciplinary approach to the humanities. This report contains six kinescopes and the project's final report, which provides a summary of the production of each of the pilot programs. The experimental programs are available singly, in special groupings, or as a complete unit. The entire project can be rented for $60.

The NIT **Newsletter**, published four times a year, is sent without charge to all interested persons. The publication contains information on NIT courses, activities, and plans. To be placed on the **Newsletter**'s mailing list, please write to NIT, Box A, Bloomington, Indiana 47401.

*The project's pilot programs are*:

"A Search," by Warren B. Buford, Jr., director of humanities at Sacred Heart College, Belmont, N.C. High school and college students discuss the various roles of man and how they respond to these roles according to their own experience and knowledge. Contemporary music and advance visual techniques are used. $10.

"A Journey Is a Person in Itself," by John Malcolm, instructor in radio-television at State Union College, Fredonia, N.Y. Excerpts from American travel literature are presented as chronological commentary on the developing technology and attitudes of the American people. $10.

"Frank Leslie's Illustrated Newspaper," by Rick Krepela, free-lance writer and television producer, Atlanta. In a modern news format, three actors portray a correspondent, an editor, and a fashion commentator with Leslie's nineteenth century newspaper. The period is seen through the commentary and pictures extracted from the actual newspaper. $10.

"The Spade and the Chisel," by Patricia Barnard, a television producer associated with the Boston Museum of Fine Arts. Focusing upon the monumental statue of the Egyptian king Mycer-

inus, the program examines the basic elements of sculpture throughout the ages. Archaeological methods are discussed as well as stone-carving techniques of a modern-day sculptor. $10.

"Man's Ability to Search and Reason," by Martin Fass, film producer associated with the Xerox Corp., Rochester, N.Y. The program observes students in a classroom using a technological device for teaching by television. According to their own interests and motivations, students watch one picture and select one of four simultaneous audio tracks. They discussed a related problem in terms of the track they listened to and their own experiences. $20.

**A Demonstration of Programmed Television Instruction**

This film and print report studies new ways to use television for direct instruction. The project's intention was to create television lessons that would enable a selected group of persons to learn a number of specific things. From television the project staff drew the resources of stimulus, presentation, movement, and timing; and from programmed instruction, it drew the more systematic procedures of developing and presenting stimuli to elicit continual participation from the learner. The film runs 45 minutes. Rental price. $10.

**The "Japan Prize" Film Anthologies**

These 16mm films contain excerpts from outstanding instructional television programs entered in the "Japan Prize" International Educational Programme Contest, organized by Nippon Hoso Kyokai (NHK). The anthologies are prime examples of ITV efforts in both developing nations and those that have been producing for some time. Anthologies from the following contests are available:

2nd International Conference on School Broadcasting, 1966

3rd Japan Prize, 1967

4th Japan Prize, 1968

5th Japan Prize, 1969

7th Japan Prize, 1971

The films are available for nonbroadcast use only. $10 each.

# About NIT

**Purpose**

The National Instructional Television Center seeks to strengthen education by developing, acquiring, and distributing television and other related materials for wide use as major learning resources.

**Source of Material**

Program materials are obtained in three ways:

1. They are newly developed by NIT to satisfy major educational needs where television could be but is not, effectively employed. This activity includes the identification of curriculum areas in which television can be importantly useful, and the assessment of television adequacy in these areas. The process of developing new materials requires the careful preparation of educational and television specifications, and the organization and execution of major production projects. In the area of beginning physical education, for example, it was determined that television could be of crucial value in initiating and implementing desirable new thinking and practices. In the absence of adequate television programming, NIT engaged educators to conceptualize television and related print materials and arranged and supervised the production and testing of what became the *READY? SET . . . GO!* series.

2. Existing materials not entirely acceptable for more school television services are modified by reproduction or adaptation. *COVER TO COVER* is an example of a highly effective local series that was reproduced for wider use by drawing on previous classroom experience with the series and by employing improved production techniques. *LET'S SEE AMERICA!* is an example of the adaptation for school use of programs designed originally for home viewing.

3. Distribution arrangements are made for outstanding existing series that have wide applicability. Series of this sort, such as *YOU AND EYE* and *PATTERNS IN ARITHMETIC*, are made available without change.

**Organization and Finance**

The National Instructional Television Center is a division of the nonprofit Agency for Instructional Television, with headquarters in Bloomington, Indiana, and offices in the Washington, D.C., Atlanta, Milwaukee, and San Francisco areas. It is sustained by fees charged for the use of its material.

From 1962 to 1967 NIT was financed by the United States Office of Education to demonstrate the educational desirability and economic feasibility of a national agency providing recorded instructional television programs. Originally NIT was administered by the National Educational Television and Radio Center (NET) in New York City. In 1965 it began operation under the sponsorship of the Indiana University Foundation in Bloomington, and upon completion of the U.S.O.E. demonstration in 1967, the Foundation provided partial support.

NIT became self-supporting in 1970 but it remained an activity of the Indiana University Foundation until July of 1973, when it was transferred to the Agency for Instructional Television.

# NIT Professional Staff

**Administration**

| | |
|---|---|
| Edwin G. Cohen | Executive Director |
| Robert W. Fox | Associate Executive Director for Development |
| Louise Johnson | Administrative Assistant |
| Donald L. Sandberg | Associate Executive Director for Administration |

**Special Projects**

| | |
|---|---|
| Larry Walcoff | Director |

**Research**

| | |
|---|---|
| Saul Rockman | Research Associate |

**Programming**

| | |
|---|---|
| Mark Handley | Program Associate |

**Publications and Information Services**

| | |
|---|---|
| Fritz Jauch | Director |
| Kent Owen | Executive Editor |
| Mardell Raney | Publications Manager |
| Rebecca Berry | Writer |

**Field Services**

| | |
|---|---|
| Bill Perrin | Director |
| Roy Morgan | Audiovisual Associate |
| Chauncey Berdan | Representative—East |
| Larry Laswell | Representative—South |
| Chester Tomczyk | Representative—Midwest |
| Gordan Hughan | Representative—West |

**Operations**

| | |
|---|---|
| Peter Polakowski | Director |
| Jean Baker | Assistant to the Director |
| Robert Mobley | Materials Manager |

**Business Affairs**

| | |
|---|---|
| Rod Rhea | Director |
| William Lee | Business Manager |

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Quebec Department of Education

Brian Brightly
Executive Director
Massachusetts Executive Committee
For Educational Television

Edwin G. Cohen
Executive Director
Agency for Instructional Television

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Ohio State Department of Education

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